

TEACHER MANUAL

VALUE

Pillars

Values Education and Life Skills

GRADE 8



WELCOME DEAR TEACHER,

It is always wonderful to interact with teachers who are directly connected to the development of children in various field of study in their school life.

Value Pillars is a subject which equips and empowers children with the right values and life skills, helping them take right decisions.

Value Pillars' approach to Value Education and the six levels help children shape their personality and achieve their aspirations, the right way!

We, at Greycaps, appreciate the time and effort you are giving to this series and being part of a future in interactive learning.

P.ick B. Lin

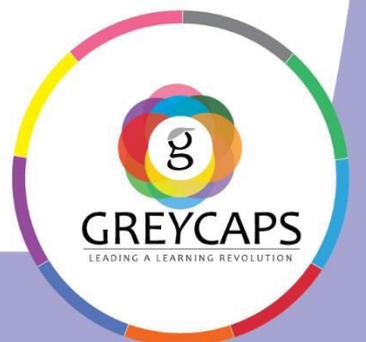




How will
this manual
help?

***This manual is designed to help you, the teacher,
to understand:***

- 1. The objective & offerings of the book*
- 2. The content structure and format*
- 3. The benefits to the teacher and student*
- 4. Answers to various exercises*
- 5. The measurable take away*





VALUE pillars

Values education and life skills

The objective of Values Education is to equip and empower the students with the right values, to enable them to take the right decisions and prepare them better for the future.

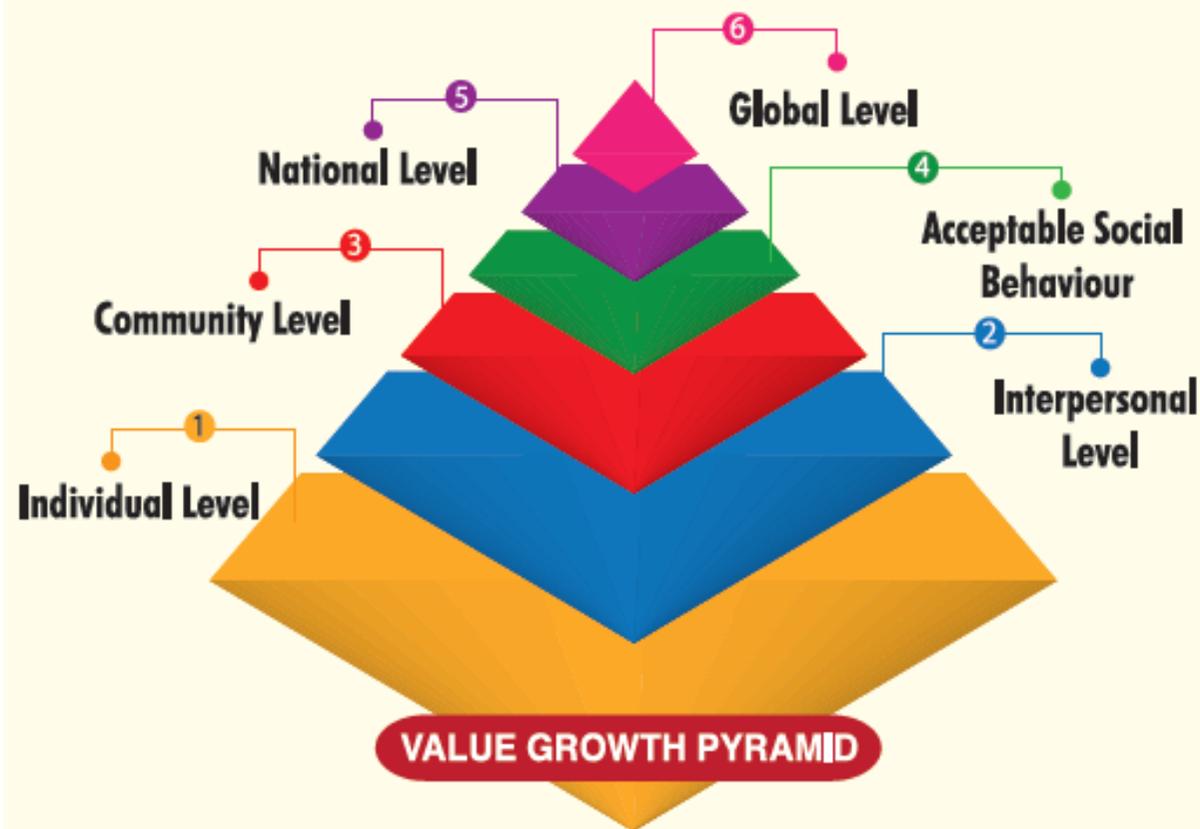
Today, there is a great desire to succeed. The aspirations and ambitions of the students are fuelled by the global environment we live in. While striving to achieve more for oneself, it is important to learn to achieve it the **RIGHT WAY**.

Values Pillars is a comprehensive, structured Values Education series, which will help you shape the students' personality and character, making them truly responsible and global citizens.





ABOUT VALUE PILLARS



6 Global Level

Creation of a healthy global environment, where peaceful co-existence is paramount.

5 National Level

Forming the basis for building a progressive nation.

4 Acceptable Social Behaviour

Demonstrate responsible and socially acceptable behaviour.

3 Community Level

Building a harmonious community and society.

2 Interpersonal Level

Interaction with others.

1 Individual Level

Intrinsic qualities, traits and values to an individual.



Individual Level

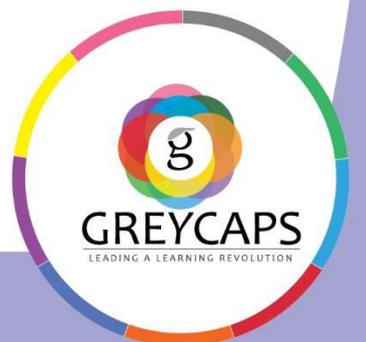
This level comprises of the qualities, traits and values, which are most intrinsic to an individual.





INDIVIDUAL LEVEL

Self-Esteem





Session - 1

Self-Esteem

Marvan Atapattu, The Man Who Wouldn't Give Up!

DISCUSS

a. Does failure affect self-esteem? Does it make our self-esteem stronger or weaker?
Discuss for ten minutes. Substantiate your answer with reasons.

- Yes, failure affects self-esteem.
- It makes our self-esteem weaker and causes us to doubt ourselves.

OR

- No, failure does not affect self-esteem.
- Challenges to our self-esteem and confidence is a part of everyday life.
- The important thing is to learn how to overcome failure and negative experiences.
- Positive self-esteem can be learned. Building self-esteem and confidence is dependent on breaking old habits and developing new productive ones.
- A key habit that needs to be shattered is the habit of negative thinking.





b. After failing for six years Marvan may have wanted to pursue another career. If you were Marvan would you have let go? Would failure for six years affect your self-esteem? Give reasons.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

c. Are you aware of any incidents, like the one mentioned above, that have happened in the life of the people you know? Share the story with your classmates.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Self-Esteem

ACTIVITIES

I. Complete the following mind map with factors that affect self-esteem.

Home - family members influence the way one thinks about oneself and others.

Society - In the society, one can be influenced by different cultures, religions and races.

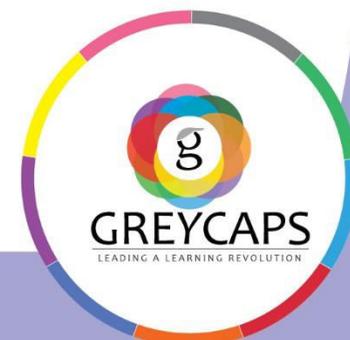
Feedback. - Others opinions, their criticism affects self-esteem.

Consequences/happenings. - Good and bad experiences affect one's self-esteem.

Success. The things one achieves or the less successful experiences in one's life.

II. Interpret the following image in the context of self-esteem.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





III. Is self-esteem different from self-confidence? Give reasons.

- Self-esteem and self-confidence seem like the same thing, but there is a fine line differentiating them.
- Self-esteem is the confidence in one's worth and abilities, while self-confidence is one's trust in his/her abilities and judgement.
- Confidence is about whether or not one trusts himself/herself to get the job done, and esteem is about how one value himself/herself.
- Even though they are not the same thing, self-confidence and self-esteem are very closely related.
- Confident behaviour is a reflection of a healthy self-esteem and will be evident in level of assertiveness or confidence.





IV. 'Greater self-esteem produces greater success and greater success produces higher self-esteem.' Have a group discussion on this statement mentioned above.

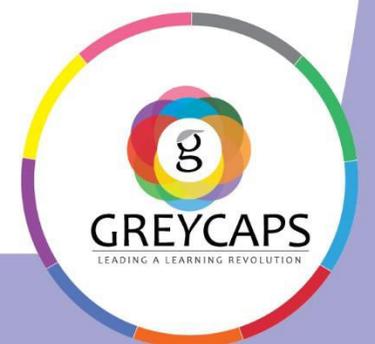
- From the above statement one can understand that success is directly proportional to self-esteem.
- The better one feels about one-self, she/he can reach greater heights and achieve his/her goals.
- This will in turn make one more confident and thus lead to better self-esteem.





INDIVIDUAL LEVEL

Self- Discipline





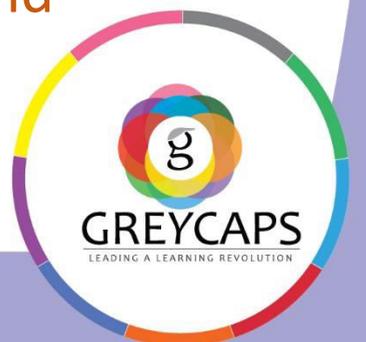
Session – 1

Self-Discipline

A Journey From A Nobody To A Bollywood Superstar

DISCUSS

- a. Make 2 teams and list out the things you can implement to become more successful.
- Time management
 - Better organisational skills
 - Positive attitude
 - A healthy body and mind
 - Good friends' circle
 - Hard work
 - Hunger for knowledge and information
 - Good team player
- b. Do you think that time management is an integral part of self-discipline? Have a 10 minutes discussion in the class. Substantiate your answers with appropriate reasons.
- Yes, time management is an integral part of self-discipline.
 - How one manages time has direct implications on all the tasks he/she does.
 - By compartmentalising work, hobbies and personal time, one can seek balance and stability in life.





Session - 2

Courage

ACTIVITIES

1. 'Is prioritising, a reason for not being able to manage time in the right manner?'
Have a debate in class on the topic given above.

FOR

- Yes, prioritising is one of the reasons for bad time management.
- When one gives preference to a particular job and sidelines the other, it results in less productivity and incompleteness.
- One needs to plan properly and stick to timelines for successful completion of projects or tasks.

AGAINST

- No, prioritising is not the only reason for bad time management.
- There would be other external factors involved in it.
- Dependency on others, procrastination, lack of motivation or seriousness towards a task also constitutes bad time management.





Interpersonal Level

This level elaborates upon the qualities, traits and values, which are required while interacting with others.





INTERPERSONAL LEVEL

Getting Along





Session - 1

Getting Along

Pravin Tambe And His IPL Glory

DISCUSS

- a. How is getting along different from teamwork?
 - When two or more people get along, it is a natural tendency to connect well and have a great bond. This helps teamwork, as the people getting along know and understand each other.
 - But, team work is achieving common goals, irrespective of people's different or varied background.
 - It is more about adjusting, addressing the problems, exploring the diversity in spite of not getting along.





b. Is it important for a team to get along with each other to produce the result? Why? Why not?

- Yes, it is important for a team to get along with each other to produce good results.
- When people work together in an atmosphere of trust and accountability toward a common goal, they put aside personal issues and politics and focus on the tasks to be done.
- This focus of resources overcomes barriers, helps identify new opportunities and builds a momentum that leads to three major bottom-line benefits:
 - ✓ Better problem solving
 - ✓ Greater productivity
 - ✓ More effective use of resources





c. Create a mind map that covers all factors that contribute towards a group of people getting along with each other.

Factors that contribute towards a group of people getting along are:

- Common goals
- Professionalism
- Appreciating differences
- Agreeing to disagree
- Maximising diversity
- Shared trust
- Good listening skills
- Able to take constructive feedback
- Stay united to the objective
- Effective communication





Session - 2

Getting Along

ACTIVITIES

- I. You are the captain of the school cricket team. You have 4 remarkable players who are all-rounders. All 4 are capable of winning tournaments, if they play in tandem. A day before an important match, all 5 of you have an argument. How do you think this can affect the team?
 - In the above situation, I would talk to my team members and discuss the core values and duties we have as a team.
 - I would rebuild trust and accountability between us.
 - I would encourage my team members to give their best in the match.
- II. Have you been in a situation, where you were in the same group as the person that you don't get along with? Have you been able to achieve your goals in a smooth manner? Has the problem between the two of you, hampered the performance of the group.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





III. List the advantages when two individual or group of individuals get along. Also, list the disadvantages when two individuals or group individuals don't get along.

Advantages of getting along:

- Better place to live
- Trusted by others
- Less arguments
- Better relationships
- Respected by others
- More friends

Disadvantages of not getting along:

- Creates a hostile environment
- Less or no productivity
- No exposure to different thought process
- Less learning from each other
- Failed or less successful projects





INTERPERSONAL LEVEL

Appreciation





Session - 1

Appreciation

The Liftman

DISCUSS

a. How would you react if two of your friends were involved in a conflict that stopped your team from completing a task?

I would reduce the conflict by following some of the steps mentioned below:

- I would intervene early when the conflict arises, instead of waiting for it to aggravate further.
- I would encourage them to discuss the issue and reach a shared agreement, rather than arguing it out.
- I would help them to move on after the disagreement, and encourage them to work with the team to complete the task.





b. 'It is not our differences that divide us. It is our inability to recognise, accept and celebrate those differences.'

What do you understand from this statement? Discuss with your class.

Everyone is different in their own way, but some people stand out more than others. We cannot accept, or we fail to accept others who are different than us. This is what divides us, rather than the difference itself.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Appreciation

ACTIVITIES

I. Complete the following boxes in a manner that it provides a correct meaning to the word 'appreciation'. The first one is done as an example for you.

A - acknowledge

P - prize

P - praise

R - recognise

E - enjoy

C - compliment

I - indebted

A - admire

T - thank

I - idolize

O - oblige

N – negate negativity





II. Your best friend and you participate in an elocution competition. Both of you have put in enormous amount of effort and hope to win. When the results are announced, you get to know that you have won the first place and can now participate at the inter-school level. You are very happy and expect your friend to appreciate and congratulate you. Your friend is disappointed and walks away. How will you manage the situation? If you had lost and your friend had won, do you think you would be able to appreciate your friend? Substantiate your answers with reasons.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

III. 'Appreciating others is the sign of a good leader.' Do you agree? Give reasons. Have a discussion on this for ten minutes.

- Yes, I agree.
- Motivation happens through appreciation. A good leader must motivate others to do a better job and this insight can make a difference.
- By tailoring an approach to appreciate an individual's style, one will experience significant results in individual performance and overall productivity.





Community Level

Thus level sheds light on the qualities, traits and values, which help in building a harmonious community and society





COMMUNITY LEVEL

Reconciliation





Session - 1

Reconciliation

Reconciling With The Leader

DISCUSS

a. How is forgiving different from forgetting?

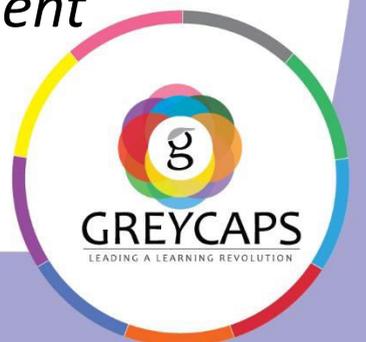
- Forgiving someone does not mean one needs to forget the deed.
- When one is willing to forget, they pretend that nothing bad ever happened.
- It seems like an easy solution first, but it eventually worsens the problem.
- One can forget the issue only if one is willing to forgive.
- Forgiveness automatically erases and helps one forget the bad events and helps in reconciling.

c. Fill up the boxes with advantages of reconciling with others.

The advantages of reconciling are:

- Peace of mind
- Ability to make better bonds
- Good will
- Restoration of faith

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Reconciliation

ACTIVITIES

- I. 'Reconciliation is the act of the weak. The ones who cannot fight, reconcile.' Have a group discussion on the topic given above.
- No, I do not agree with the above statement.
 - Reconciling with someone does not mean that one cannot fight it out or argue about it.
 - It simply means that one chose to look beyond petty fights and focus on the positive aspect of the relationship.
 - They do not hold on to grudges but let it go for a healthier relationship.

OR

- Yes, I agree with the above statement.
- When one cannot fight or have strong valid points to oppose the other person, he/she resorts to reconciling.

II. Have you reconciled with anybody after a fight or argument? If yes, how did you feel after the reconciliation?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





COMMUNITY LEVEL

Tolerance





Session - 1

Tolerance

Passive Resisters

DISCUSS

- a. 'Tolerance is giving to every other human being every right that you claim for yourself.' Have a group discussion on this in your class.
- Tolerance is the ability or willingness to tolerate the opinions and behaviour that one dislikes or disagrees with.
 - When a person asks for tolerance from others, he/she should be ready to tolerate the other person's ideas and behaviour too. The above sentence speaks of how tolerance includes respecting the other person's right as much as we respect ours.
 - Tolerance is also about appreciating ideas and beliefs, leading to the point of equal rights.





Session - 2

Tolerance

ACTIVITIES

- I. What is zero tolerance and why is it required? You may have witnessed or been a part of certain instances where you thought tolerance will not help you deal with the situation. Share such instances in the class.

Zero tolerance policies make punishment swift and rigid for all kinds of misbehaviour. It is required when rules, law and order are not followed and people commit unpardonable offense.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

- II. 'If the situation demands, zero tolerance can be followed by resorting to an ill-tempered act.' Have a debate on the topic given above.

Zero tolerance is not tolerating misbehaviour and other things that violate and break the law. Zero tolerance does not include resorting to ill-tempered act. Even if the situation is way out of control, ill-tempered act in the name of zero tolerance is not the right thing to do.





Acceptable Social Behaviour

This level elucidates the qualities, traits and values required by individuals at a fundamental level, to demonstrate responsible and socially acceptable behaviour.

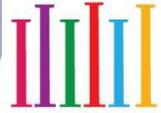




ACCEPTABLE SOCIAL BEHAVIOUR

Social Speaking Skills





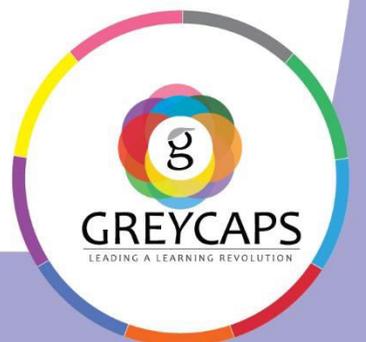
Session - 1

Social Speaking Skills

When The Best Were Not The Best

DISCUSS

- a. Lack of social speaking skills lead to misunderstandings. Do you agree? Substantiate your answer with reasons.
- Yes, I agree with the above statement.
 - Lack of proper communication and speaking skills leads to one not expressing his/her viewpoints clearly.
 - This might lead others to misinterpret the sentences.
 - When one is not confident with what he/she says, the conversation becomes confusing for everybody involved and leads to misunderstandings.





b. To be a good speaker, is it necessary to be a good listener as well. Give reasons.

- Yes, one needs to be a good listener to become a good speaker.
- Effective communication is a two way street that requires the synchronization of the speaker and listener. The speaker may have the most powerful ideas and views, but these are ultimately useless when there is no attention given.
- If one is a good listener, he/she can understand what the other person is trying to communicate. With this understanding, that person can speak or convey a message in a more effective manner.
- Dominating every conversation is an unattractive quality and it devalues one's credibility, even if one is an expert on a given topic.
- People like to feel like they are in a reciprocal conversation. So, it is important to talk with people and not at them.





Session - 2

Social Speaking skills

ACTIVITIES

- I. Make a list of basic social speaking skills that you believe every person should have.

The list of basic social speaking skills that you believe every person should have are-

- Engage with audience
- Pay attention to body language
- Think positively
- Plan appropriately
- Practice
- Watch recordings of your speeches

Activity II is completely class based and *these answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





ACCEPTABLE SOCIAL BEHAVIOUR

Zone of Privacy





Session - 1

Zone of Privacy

Why Did I Loose?

DISCUSS

- a. Divide the class into three groups and ask them to brainstorm and identify five world leaders each, whom they find similar to Vikram and Prabhu.

These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.

- b. Create a mind map on the factors that affect the zone of privacy.

Factors that affect the zone of privacy are:

- Personal distance
- Understanding body language





Session - 2

Dealing With Inappropriate Behaviour

ACTIVITIES

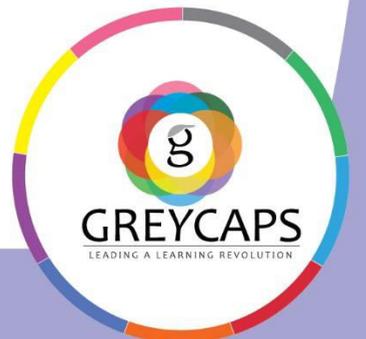
- I. 'Zone of privacy is only a reason used by a person who is an introvert.' Discuss the above statement in the class.

FOR

- Yes, zone of privacy is an excuse used by people who are shy.
- They prefer to be lonely most of the time, hence use privacy for their convenience.
- They talk to people when it is absolutely necessary and are to themselves otherwise.

AGAINST

- No, introverts genuinely appreciate their zone of privacy.
- They are okay not having too many people around them and are happy to be alone.
- They do not enjoy being the center of attention.
- They do not share private thoughts with just anyone.
- They become absorbed in thoughts and ideas and limit their interests but explore deeply .
- They communicate best one-on-one.





II. 'All human being have three lives: public, private and secret.' Have a group discussion on this topic.

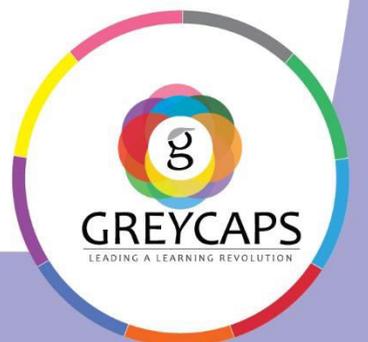
- Yes, most of the people have three lives – public, private and secret.
- A person might have one kind of behaviour at work or at school and another at home. He/she might be very conserved and might not talk too much with others, when at work.
- The same person might have a different attitude when at home, with his family members. He/she might be talkative and cheerful.
- He/she might also have few secrets which he/she does not wish to share.
- It is very rare to see people who led the same kind of life in public and in private.





National Level

This level features qualities, traits and values which form the basis for building a progressive nation.





NATIONAL LEVEL

Freedom from Bias





Session - 1

Freedom from Bias

Akbar's Religious Policies

DISCUSS

- a. Does bias give rise to hatred? Substantiate your answer with reasons.
- Yes, bias gives rise to hatred.
 - When people take sides or support the other person for the right or wrong reasons, chances of anger, insecurity and doubts occurs from the other party.
 - Being biased without proper reasons often leads to hatred and misunderstandings.
- b. Interpret the following picture in the context of bias and importance of freedom from bias.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Freedom from Bias

ACTIVITIES

- I. 'Bias can sometimes diminish a person's confidence.' Have a group discussion on the topic mentioned above.
 - Yes, bias sometimes is a let down to a person's confidence.
 - A person will be severely affected if he/she is not considered good enough, just because of someone else's biased opinion.
 - Soon, he/she will start considering himself/herself not worthy of any praise or promotion.

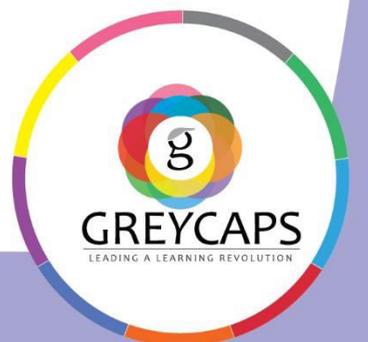
- II. 'Bias clouds your decision making.' Do you agree? Give reasons.
 - Yes, I agree with the above statement.
 - When one is biased to an opinion or a person, they do not see the actual facts or tend to ignore them.
 - They choose favouritism as opposed to being just and honest.
 - Decision making is then unfair, as they let go of good and deserving people





III. You have been given the responsibility of choosing people for a school debate team. Two make a team. You have chosen the first member. Your friend has expressed his desire to be in a team. But there is another girl who is an extremely good debater. As a responsible person, how will you select the second member, by still being fair to the other person whom you did not pick?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





NATIONAL LEVEL

Active Responsible Citizenship





Session - 1

Active Responsible Citizenship

Shanmmugun and Muthukumar

DISCUSS

a. A good citizen is someone who: _____

Discuss the above pointers of a good citizen in reference to your daily lives.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

b. Fill in the empty spaces with the advantages of active responsible citizenship.

- Promotes a better society
- Brings out the leadership qualities in a person.
- Inspires people
- The country is recognized at a global level due to good citizenship
- Maintains a healthy environment





Session - 2

Active Responsible Citizenship

ACTIVITIES

I. Ask each student to list down five things that they think they can do in their locality that will make them an active responsible citizen. They should read it in front of the class one by one.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*

II. What can you do to increase the awareness of being responsible citizen?

Below listed are few suggestions to increase awareness of being a responsible citizen:

- Set an example yourself, to the people around you, by being a responsible citizen.
- Support and help the government in its initiatives to make your city/town or village a better place.
- Conduct street plays or musicals to inspire people to be better citizens.
- Be a part of a community group that regularly works for the society.





III. Should we be responsible only towards our community and country? Should we treat the whole world to be our community and be globally responsible? Discuss with the class.

- Though every citizen of the world needs to be a globally responsibly citizen, it should begin from the grass root level.
- Being an active member of a community will eventually result in greater contributions globally.





Global Level

This level consists of the qualities, traits and values pertinent to a healthy global environment, where peaceful co-existence is paramount





GLOBAL LEVEL

Philanthropy For A Better World





Session - 1

Philanthropy for a Better World

The Giving Pledge

DISCUSS

- a. Comment on the idea of 'The Giving Pledge' initiated by the billionaires.
- 'The Giving Pledge' is a very knowledgeable and thoughtful idea.
 - This initiation by billionaires holds a large scope in dealing with many issues.
 - It would help uplift the social and economic levels of the society.
 - This initiative might inspire other people to be part of such noble causes.
 - It spreads good will and provides opportunities as well.





b. How do the billionaires' act of philanthropy impact common people?

The billionaires' act of philanthropy impacts common people in two ways.

Directly

- When the deeds or offerings of billionaires reach common people, it helps them to deal or come out of their tough situations.
- It changes their lives significantly.
- Instills hope and positivity.

Indirectly

- It motivates people to do something for the society in return.
- Promotes good will.
- Inspires people to work hard and do better for themselves and for others.

c. If you were a billionaire, what philanthropic initiative will you take? Which global issue will your initiative address?

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





Session - 2

Philanthropy for a Better World

ACTIVITIES

- I. Write five lines on 'If I were a philanthropist' and also mention about the cause you would work for. Read it out in the class.
 - If I were a philanthropist, I would bring in 'Education' as a compulsory right for every citizen in the world.
 - I would donate and work with NGOs that work with the education sector.
 - I would motivate young people not to give up on higher education and scientific research.
 - I would also appeal to the governments to not only educate the minds, but also the heart, for everybody to evolve as better individuals.

II. Make a poster each for philanthropy and display it in your classroom.

** These answers may be unique to each student. Teachers may also get an assortment of responses from students based on what they have learnt from the chapter.*





III. Imagine a situation where you are standing at a bus stop waiting for the school bus.

On the first day, a poor boy comes up to you and begs for money. You give him a 2 rupee coin.

On the second day, the poor boy comes again begging and you give a 2 rupee coin.

On the third day, the poor boy begs for money and instead of money you give him food that you got packed from your mother.

If this continues, would you be able to feed him everyday? What steps would you take to prevent the boy from begging?

- I do not think I would be able to feed him everyday.
- I would talk to the boy and ask him for his details.
- With the help of an elder, I would go to an authorized NGO or an orphanage for help to support the boy.
- If everything falls in place, I would motivate the boy to have a better life where he could start or continue his education.





GLOBAL LEVEL

Peaceful Resolution of International Conflicts





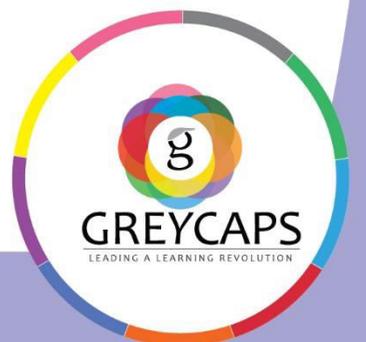
Session - 1

Peaceful Resolution of International Conflicts

Time Travel

DISCUSS

- a. How important is World Peace in the present scenario?
- World peace is the need of the hour in the current scenario.
 - There is a lot of instability and disturbances in the world due to the increasing number of terror attacks.
 - With mutual co-operation and peace treaties, countries should make an effort to bring in stability, security and work together as a global world to bring peace and harmony.





b. What do you know about United Nations and what it does to promote World Peace?

- The United Nations is an international organization founded in 1945. Currently made up of 193 member states, its mission is to maintain international peace and security.
- The UN does this by working to prevent conflict; helping parties in conflict by make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish.
- The UN Security Council has the primary responsibility for international peace and security.

